



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Daniel Cox
Grade Level: 9 – Diploma

Date of Lesson: 4
Topic: Civil War and Reconstruction

Objectives

Student will understand that understand the military leadership advantage did not give the South the ability to achieve victory during the Civil War.

Student will know connections with other wars in the modern era as they relate to where the battles were fought and what impact that had on the ultimate outcome of the battles.

Student will be able to consider the fighting strength after Pickett's Charge and the mental impact of the death toll following the Battle of Gettysburg and how men and women react during the current conflict in Iraq and Afghanistan.

Maine Learning Results Alignment

Social Sciences-E History

E1: Historical Knowledge, Concepts, Themes, and Patterns

Grade 9- Diploma "Civil War and Reconstruction" 1850-1877

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy ideals and institutions in the world.

b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.

Rationale

This lesson will be important to students as they are approaching the age when they will make the decision on whether to join the military or not. Many parents will keep their children out of the military because of the ongoing conflict in Iraq and Afghanistan. The students will gain a deeper understanding of battles and the many difficulties that commanders in war have to overcome to achieve victory. That victory always comes at a cost, and sometimes that cost will be their friends.

Assessment

Formative (Assessment for Learning)

Students will be given a fifteen person matching formative assessment. They will have five minutes to complete as many of the pictures as they can.

Summative (Assessment of Learning)

The students will have to write a minimum three paragraph blog about the hook and how they felt when they could speak and when they could not speak. They should include their feelings about President

Bush's 'Mission Complete' speech and how that four years later we are still losing American Servicemen and women.

Integration

English- sharing with other classmates in both speech and writing

Technology- blogs and viewing youtube video of the President

Critical Thinking- how they felt during the hook exercise and now that impacted their learning for the lesson

Mathematical- calculating the number of students/soldiers that had died

Groupings

Students will be sorted into groups of four alphabetically by their last name. Students will be grouped together in order to better assess their feelings and the feelings of their classmates following the hook. This will also allow for better sharing of their feelings to where they are not put on the spot in front of the whole class. Each group of students will have a recorder who will note some of the statements of the group members and will report those back to the class in an anonymous format. Depending on the participation and performance of the groups, they may be reassigned after each block of the lesson plan.

Differentiated Instruction

Strategies

Kinesthetic: typing paper, moving into groups

Logical: finding members of the same group, determining fighting strength

Naturalist: marching outside

Interpersonal: marching, getting into elements

Musical: drum beat for marching

Linguistic: giving marching orders, keeping ranks filled

Intrapersonal: reflective thinking of hook question

Spatial: watching the video of President Bush

Modifications/Accommodations

I will review students IEP, 504 or ELLIDEP and make appropriate accommodations. Students that miss any class instruction time will be responsible for contacting the teacher to receive any handouts and to ensure that the student is comfortable with the material covered. The student will be further responsible for getting any notes missed from a fellow student. If an assessment is missed the student will contact the teacher to ensure the assessment, or an alternative assignment, is made up as soon as possible to ensure the student maintains pace with the class.

Extensions

Student expectation is to maintain a weekly blog that they will update throughout the semester over all topics covered in class. During this blog assignment the students will look at how the impact of the Pickett's Charge scenario had for them and how they felt when considering the number of classmates they would have lost.

Materials, Resources and Technology

Laptops-one per student
Wireless internet network
Textbook
Notebooks
Pens/Pencils
Syllabus
Blogspot.com
Student Blog Spreadsheet
Story map graphic organizer
Student manila folders
3x5 cards
Highlighters
LCD projector

Source for Lesson Plan and Research

[President Bush's speech on aircraft carrier](#)
[Battle of Gettysburg](#)
[Battles of Fredericksburg and Spotsylvania](#)
[Battles of the Civil War](#)
[West Point Military Academy](#)
[Virginia Military Institute](#)

Maine Standards for Initial Teacher Certification and Rationale

Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.

Rationale: Standard Three will be accomplished through focusing on the multiple intelligences and how they will be utilized for the students. Students will have the opportunity to share openly in classroom and group discussions with their peers. They will be able to analyze not only how the Confederacy managed to hold the advantage from a military standpoint, but also how they were still able to lose the war. Students will judge for themselves the impact of Pickett's Charge and they would be affected by the daily loss of life in the Iraq and Afghanistan theatre of operations.

- ***Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.***

Rationale: The standard will be met through investigation of the battles prior to Gettysburg and the battles that took place after Gettysburg. Students will be instructed in the importance of Gettysburg being the figurative and literal 'high water mark' for the Confederacy. Although the war continued for two years after Gettysburg the Confederacy were no longer a military threat to continue the war of separation.

Instruction will be given to reflect current conflicts around the world as well as the numerous times throughout history where one battle has turned the tide of an entire war.

- ***Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students' needs.***

Rationale: Students will be taught to meet Standard 5 through the use of the internet to expand on the learning and knowledge from the teacher and class material. The students will also be utilizing their blogs for additional introspection time to fully address the implications of Pickett's Charge. Watching President Bush's video proclamation that victory had been achieved in Iraq will also give them additional insight into how the perception can differ sharply from reality.

- ***Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.***

Rationale: Students will given a formative assessment that will include various pictures of important figures both at the Battle of Gettysburg and in the battles leading up to Gettysburg. This will allow the students to demonstrate prior knowledge and prior learning of the Civil War. The instructor can modify the lesson structure and time based on prior learning. This will also give the teacher the opportunity to expand into other areas if there is a significant amount of prior knowledge. Conversely, if the students demonstrate little to no prior knowledge the lesson can be slowed down and taken differently to reflect the students knowledge.

Teaching and Learning Sequence:

Students will enter the classroom to find the desks arranged into the usual horseshoe configuration. As the students take their seats I will go to many of the students and have them put their heads on their desks and they would have to remain silent until told to do otherwise. After all of the class is seated, I will write, "Could you walk for almost a mile, under intense rifle and canon fire while seeing your friends shot and killed all around you?" This question will be asked only to the students that have their heads raised while the remainder of the class listens to the conversation, basically about the dead. I will lead the discussion to how they would feel, how would they react, would they still be able to carry on and fight. I would also question the students if they see any parallels with the outcome of Pickett's Charge and the proclamation from President Bush. After giving the 'living' part of the class the opportunity to discuss the initial reaction to what I was doing, I will switch the conversation to the 'dead' classmates. I want them to explore how they felt being withheld from the conversation. This will give those students a differing view point on what they felt should happen, or what they wanted their fellow students to do. This will be a very difficult exercise without the students having had a military background as many of the commanders did, but this will give a 'citizen soldier' perspective on their reaction. **Where, Why, Hook, Explore, Experience, Rethink, Evaluate, Tailor: Linguistic, Spatial, Kinesthetic, Interpersonal, and Intrapersonal**(30 minutes)

Following the discussion by the students regarding Pickett's Charge the topic will change to considering the military advantage and where that lay when looking at leadership. I will begin the discussion with the leading question of who had the military advantage at the outset of the Civil War? This will be followed by a discussion of locations of West Point Military Academy and Virginia Military Institute. The military resumes of many of the various generals involved in the early conflicts such as General Robert E. Lee, General Thomas Jackson, General George Meade, General George Custer, and Colonel Joshua Chamberlain will also be discussed. This will focus on what prior combat experience they may have had before the start of the Civil War. This will all serve as background information as we explore the battles and the outcomes of the various battles leading to the climactic Battle of Gettysburg.

Where, Why, What, Equip, Explore, Experience, Rethink, Evaluate, Organize, Tailor: Linguistic, Interpersonal, and Intrapersonal (30 minutes)

Following the discussion of the leadership and battles the focus will shift to the fallout after the loss at Gettysburg and how that would have impacted the people of the Confederate states. Had Pickett's Charge been able to turn the lines of the Union Army, would the outcome of Gettysburg, and ultimately the Civil War, been different? This will take the discussion back to the opening lesson and the opening hook of if slavery in and of itself was a self-limiting proposition. The question that is posed by both scholars and historians is should have General Meade pursued General Lee following the defeat at Gettysburg to push the issue? Was the Union Army really that strong of a fighting force following the Battle of Gettysburg? It took nearly two full years of fighting and additional thousands of lives and millions of dollars in expenditures to resolve the issue. These are the questions I want the students leaving with as we being looking forward to Lesson 5. **Where, Why, Equip, Experience, Rethink, Evaluate, Organize, Tailor: Linguistic, Interpersonal, and Intrapersonal**

Reflection:

Name _____ Date _____

Story Map 1

Write notes in each section.

Setting:

Time:

Place:



Characters:

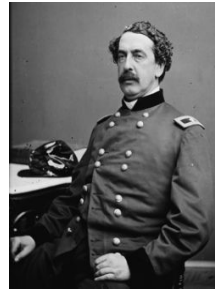
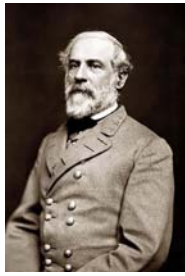


Problem:



Plot/Events:

Resolution:





Custer



Longstreet



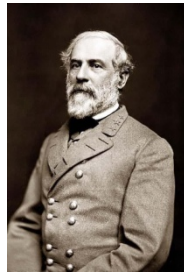
Meade



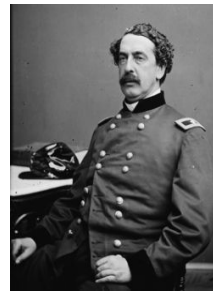
Chamberlain



Pickett



Lee



Doubleday



Gregg



Hood



Pettigrew



Buford



Reynolds



Howard



Sickles



Warren

Lesson 4 Resources:

<http://youtube.com/watch?v=CFijzDyJnVE&feature=related>
<http://www.topix.com/us/2008/03/97-of-4-000-us-casualties-in-iraq-came-after-mission-accomplished#comments>
<http://www.militaryhistoryonline.com/gettysburg/prelude.aspx>
<http://www.historycentral.com/CivilWar/index.html>
<http://www.civilwarhome.com/Battles.htm>
<http://www.nps.gov/history/hps/abpp/battles/bystate.htm>
<http://www.sonofthesouth.net/leefoundation/civil-war-battles.htm>
http://americanhistory.about.com/od/civilwarbattles/Civil_War_Battles.htm
<http://www.usma.edu/>
<http://www.vmi.edu/>